

# AMERICAN JOURNAL OF EDUCATION

Universal Education—The Safety of a Republic.

VOL. XVI.

ST. LOUIS, JULY 2, 1883

No. 7.

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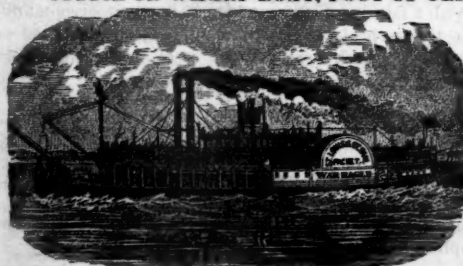
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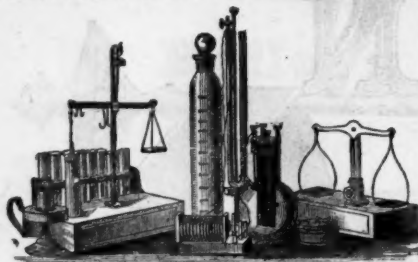
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ST. LOUIS, JULY 2, 1883

No. 7.

Printed for the Editors, by G. S. BOUTON, and "Entered at the postoffice at St. Louis, Mo., and admitted for transmission through the mails at second-class rates."

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ST. LOUIS, JULY 2, 1883.

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"I am becoming more and more impressed with the timely, pungent, practical contents of each issue of the *American Journal of Education*. It fills a place that has heretofore been vacant, and its extended circulation cannot but effect splendid results for our school system." J. H. D.

We are glad to hear that Professor Norton, the able Principal of the Cape Girardeau Normal School, will hold an Institute at Ironton beginning July 16. Also one at Greenville, beginning July 23; one at Doniphan, beginning July 30; probably one at Dexter City, beginning Aug. 6; one at Charleston, beginning August 13. Each institute will remain in session one week.

Teachers ought not to miss these drills.

If there is any great and good thing in store for you, it will not come at the first or the second call. "Steep and craggy," said Porphyry, "is the path of the gods."

We cannot even hear of personal vigor of any kind, great power of performance, without fresh resolution. We are emulous of all that man can do.

PROF. J. H. BEAUCHAMP, who conducts the Summer Normal Institute at Sweetwater, Texas, says: "It is only through organized effort—a mutual interchange of plans, ideas and methods, that teachers can hope to keep abreast of the times"; and this is eminently true.

Who keep more abreast of the time than the general managers and general passenger agents of our great railroad systems? Who travel more than they? and yet they have a general meeting about once a month, to talk over matters, "interchange plans and methods of business."

Teachers need this interchange of ideas.

SUPPRESSING the college paper by Dr. Laws, for fear it would expose his tyranny and unpopularity, may help him—and it may not. We shall see.

There is always a best way of doing everything, if it be to boil an egg. Manners are the happy ways of doing things; each once a stroke of genius or of love,—now repeated and hardened into usage.

PROF. R. D. MILLER, County Superintendent of Menard County, Ill., says in a late letter: "I regard the *American Journal of Education*, taken all in all, as the best of nine educational publications that I read."

No way has been found for making heroism easy, even for the scholar. Labor, iron labor, is for him. The world was created as an audience for him; the atoms of which it is made are opportunities.

Mr. W. H. Wright sends us the programme for the Randolph County Institute, to be held at Sparta, Ill., commencing Aug. 6th. Hon. Henry Raab is to be present and deliver an address.

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Hon. W. H. Barry, County Supt., Hot. Springs, Ark., writes us the following encouraging letter: "I receive the *American Journal of Education* regularly, and I read it, too. I enjoy it very much. I think it the best educational journal published."

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Prof. J. F. Arnold calls the seventh annual session of the Jasper County Illinois, Normal Training Institute, to meet July 16, in Newton. It will continue six weeks. Send for his excellent programme.

## A VITAL QUESTION.

MR. T. R. VICKROY read an important paper a few days since, before the Kindergarten teachers of the city, in which he discussed the plan and work of this new movement in education, as follows:

"The real question at issue is, What is education, and how can its ends best be gained? The two methods commonly pursued in education are the development method and the cramming method.

The cramming method estimates progress by pages in the text-book, and not by *power to do*. It is so mechanically mathematical that it can weigh and measure the products of human thought, and calculate cent. per cent. of things spiritually discerned. It overcrowds the course of study with subjects to be taught; things good in themselves, but unfortunately very few children ever accomplish the prescribed course.

The system breaks down at the critical point, and succeeds in nothing so well as in crowding the lower grades and depleting the upper ones. Last June there were 30,000 children in the four lower grades, and but 6,000 in the four upper ones.

Think of it! Less than 4,000 of all our children ever get beyond the four fundamental rules in arithmetic, or acquire the most elementary knowledge of English grammar.

If a little learning is a dangerous thing, philanthropists may well tremble for the safety of free institutions.

The new education aims at the development of power. It recognizes human wants and adapts itself to the needs of child nature. It treats the child as a sensitive, impressible being, with imagination and will, with a body as well as a soul, with susceptibilities and adaptations, and it adjusts its means to the needs of the child, and leads him out into a beautiful, symmetrical development.

Need I say that this development process is, and is in harmony with, kindergarten work—the cramming process is antagonistic to it. If then, we would remedy these evils, we must adjust the work of the district schools to this new idea, and so modify it as to meet the needs of our people at large. We must begin at the beginning and

## TRAIN THE WHOLE MAN,

Body, soul and spirit; we must build character, impart skill, and give to our youth the qualifications needed to make them intelligent and useful members of society.

How shall this be done?

Reorganize the kindergarten and the primary school upon a new basis. Make two grades in the kindergarten. Let the first grade embrace certain

gifts, occupations and songs, but let the second grade embrace in addition to what is at present advanced kindergarten work, such drills in form, color, number and language as can be imparted by the use of objects and pictures without letters or figures. Let it aim to secure all possible physical and intellectual development within certain limits. Let the work in form, number and language be preparatory to the use of lines in drawing, letters in reading and figures in numbers.

The object of such training should be to cultivate the observing and expressive powers. Hence eye and hand, tongue and ear, must be carefully trained. The eye must be trained to see and distinguish form and color, but this seeing must be actualized in oral expression. Hence these development lessons must include in a systematic, not mechanical way, language lessons so far as learning a suitable vocabulary and the correct use of language in oral expression is concerned.

The importance of properly developing the observing and expressive powers at this period of the child's mental growth cannot well be overestimated. Such training logically followed up will totally subvert the irrational processes in vogue, and a decade will show more solid progress than has been gained in a century."

## LANGUAGE.

LANGUAGE, says Mr. E. H. Long, Supt. of the St. Louis Public Schools: "Language is the invention of the reason, or thinking activity—a means which it has set up whereby to reveal itself. Does it reveal particularity? No. Every word is an expression of a general, and, upon investigation, it will be seen that we do not, and cannot express a particular, with a word; it is always the particular which we mean; every thing is a this thing; every this is a thing. The thing that I have here, I can only show to you; it is the one that I mean but cannot express.

The act of predication is the subsumption of a particular under a general, or rather of a less general under a more general. "The tree is a plant." Tree, which here represents the particular, is itself a general, including all kinds of trees.

The imagination sets up images, or pictures of things, but is never conscious of how the mind operates. So long as the imagination holds sway we cannot truly think.

We have discovered in our investigation of the act of knowing that it is an active process, different portions of which, when held alone, by them-

selves, are called analysis, reflection, synthesis. This synthesis is not a mere bringing together of independent particulars; but a uniting of particulars that cannot be, or, in reality, be known, out of this relation. We see, too, that we hold here an active Universal.

With a clear conception of this process we see included all the categories of thought, set up by the understanding: Unity, plurality, totality; reality, negation, limitation, and so on through the entire list.

We no longer see a unity distinct and separate from plurality, but in necessary relation.

But what signifies all this? What has it to do with teaching? He who knows this thinking activity in its truth (as every one can know) gets beyond and above the illusion of the senses, and tries to emancipate others.

Under this enlightenment, the attempt is no longer made to teach a knowledge of things simply for the sake of such knowledge; but the facts taught are used as a means for definite intellectual growth; the unfolding, or bringing to self-consciousness, the nature and possibilities of the soul."

## FLEXIBILITY.

BY ANNA C. BRACKETT.

NOTHING is more curious or more interesting to me than my observation of what may be called the lack of natural flexibility in the mental faculties.

It is true that a child's attention may be easily diverted from one thing to another. His eyes wander easily from one object to another, and his mind follows his eyes, not his eyes his mind. This is however only in the way of play or heedless and useless observation. His mind takes no grip of anything. It only poises for one instant on one thought, and then flies and poises on another, as a butterfly flits from flower to flower.

But in the matter of real study, of an attitude of the mind which lays hold of the subject, the main thing to be observed is that the untrained mind is stiff and not flexible. It seems to me that one of the principal aims of education should be the giving of flexibility, the "suppling," as the horse trainer would say, of all the mental powers.

To illustrate: Keep a class of children in mental arithmetic for two or three weeks on problems in addition. You will be surprised at their quickness and accuracy. Then suddenly start to work some day on subtraction, and although they may be quite as able to perform these exam-

ples as the others, yet there will be plainly visible for some days a sort of rheumatic stiffness, amounting the first day to almost an utter inability of motion.

Go on. Work on subtraction, and that alone, for two weeks, and then ask them for the prime factors of some numbers. You will again have an attack of rheumatism.

I am not speaking of children to whom these subjects are new, but of children, say from eight to ten, who can perform the operations referred to. The mind naturally has assumed a certain way of looking at the numbers, and has become stiffened as it were into that attitude. It experiences a violent shock after the constant work in addition, when it is "faced round" and required to take one number from another.

If one can use the expression, long disused muscles are set to work, and time is required that they may act smoothly. So we go on with the subtractive muscles till they are in good order, and we are highly delighted at the power of the class. When we call for factors, the whole machinery is thrown out of gear again, and our class has suddenly become "slow and stupid."

The trouble is that by such methods as these the class was not gaining "power" at all. It was gaining only "smartness," which is by no means the same thing.

I hold it is true first that the human mind as it comes into our hands as teachers, is naturally inclined to machine work—to inertia, to stiffness. If let alone it takes that form. I hold that it is our business as teachers to see to it that the mind is, to use a popular phrase, continually "limbered up." And I submit, in view of these premises, first, that a variety of studies is needful at one time and at all times—a little language, a little history, some natural science, some mathematics.

I maintain also that our arithmetics, as constructed, are faulty, and that our work in class in arithmetic ought to be constantly in the shape of miscellaneous exercises.

Do we not want to give the children the power of facility?

Is our best work not in the way of enabling the mind to turn easily and forcibly from one subject to another?

Then is it wise for us to keep a child for weeks and months on problems in addition alone, and then for other weeks and months on problems in subtraction, and so on through the whole arithmetic?

Ought not each day's lesson to be a varied exercise? And shall we not gain in this way a facility and a



power of command of mental faculty which is our highest triumph?

What should we think of a gymnastic teacher who should spend a month in exercising one muscle, and then dropping that altogether, turn his whole attention for another month to one other muscle?

And yet that is what we do, especially in arithmetic, and the result is that we get a set of graduates who are sure of nothing except for a month at a time, and a set of teachers who are discouraged because, as they say, the children don't remember in December what they learned in November.

Some of the profession avoid this discouragement by having an examination at the end of November and then considering that work finished, and never recurring to it again, and beginning a new subject in December, to be closed in like manner at its end. This is a happy plan for the teacher, for percentages rise high. The particular muscle trained works admirably, and great is the applause of the discerning public.

But the fact is that we want to gain facility and flexibility, that we ought to be cultivating power and not percentages.

#### LIVELY TIMES.

**HENRY WARD BEECHER** says in a recent sermon:

"One of the old pagan philosophers, Plato, would not allow a mechanic in his ideal republic. All the way down from him until even within this generation, occupations of a manual character have been considered, if not as positively dishonoring, yet as preventing a man from being ranked among the honorable classes.

Steadily the rights of the people have increased, just as their knowledge increased. Just as they were lifted higher and higher within themselves, they began to have more and more of the rights that belong to this higher stage of the brain, until, today, Italy is governed by her people, France is governed by her people, Germany semi-governed by her people—

#### GERMANY,

the nation which has given to the world more fundamental ideas of liberty and right than any other, and has had fewer liberties and rights than almost any other European nation; but that is only for a generation. Look out for lively times when the reigning government dies. England is now being governed by her people more and more. She is in transition.

There is dynamite under her soil, and there will be a good many elements of difficulty and of trouble be-

fore she comes to a perfect comprehension of the rights of the people. Their will, their knowledge, their sense of right, will have expression in the whole organization of government.

We are going to have the finest pyrotechnics in Russia that this world has ever seen; and as, when the fourth of July comes, people like to have dark stormy clouds against which rockets may go up, and all manner of exhibitions be made, as it brings out the light, so the dense darkness around that great empire is one which in the changes that are near at hand will show up the revolt by which the people will refuse to be brute animals any longer, and by which they will assert the rights of manhood in spite of laws, ordinances, precedents, or any other thing. There is going to be a world's spectacle; and it will happen before you die, or I either, as I am at present advised."

Mr. Fitch, in his lectures at the University of Cambridge, says: "Experience, it is true, is a good school, but *the fees are high*, and the course is apt to be long and tedious. And it is a great part of the economy of life to know how to turn to profitable account the accumulated experience of others.

The truth in regard to the office of a teacher is that which Bacon has set forth in its application to the larger work of life: "Studies perfect nature, and are perfected by experience; for natural abilities are like natural plants that need pruning by study. And studies themselves do give forth directions too much at large, except they be bounded in by experience."

#### ONLY ONCE.

"**WE** never bathe twice in the same stream," said the Greek philosopher Heraclitus, as quoted by Hon. Wm. T. Harris, in his address before the State Teachers' Association at Jefferson City, Mo.

"We never bathe twice in the same current of the stream of Time—we never experience the same moment twice."

Only once can the right thing be done under the best circumstances—and that once is when the tide is at the flood, leading "on to glory, honor, fortune."

Now is as good a time as our Nation may ever have to secure, and to strengthen and to enrich itself with the largest results of good citizenship, by the exercise of a statesmanship as generous and as far-sighted as self-preservation and mutual benefit requires.

"Civil society peremptorily demands an educated people, and fulfils its principle the more completely, the more general and the better the education; for its principle is to demand from all directive power instead of mere manual labor."

The more complete is the mental discipline, the greater is the productive power of society, and the greater the luxury for each.

Self-preservation, not of civil society, but of popular self-government, rests on intelligent voters. The elector must be able to understand and obey the law made to govern him, and he must likewise be able to make the law.

Now is the time of peril from illiterate voters—and the near future will be the time of much greater peril from the larger number of illiterate voters with each new generation by mere neglect and by natural descent—voters whose dead weight of ignorance, prejudice, bigotry or partisan rancor, may be wielded to damage or destroy the Nation.

Large cities abound with such voters. Large sections of the country abound with them. If not a majority, yet they are a powerful, self-willed, and dangerous minority, and are completely subject to the basest arts of tricksters and demagogues.

If not knaves and villains, yet they are victims and tools used to augment immeasurably the baneful power of villains everywhere. One desperate villain does more harm than a hundred good citizens can check or remedy, as the records of crime fully demonstrate, like one rebel archangel throwing all the heavenly hosts into war, or as one conspirator Cataline, imperiling the fortunes of the vast Roman Empire.

Once is now. Better now than at any later day. The evil is very great, and its ravages are already widespread in many places, locally strong, corrupt, compact, and tending toward a fixed *proletariat*, as in the Old World.

"An ounce of prevention is worth a pound of cure." It is cheaper to keep the train on the track than to let it run off. It is unspeakably better to prevent, or at least to narrow, the ravages and damages of an illiterate, unconscionable, turbulent mob, than to pay for all the mischief it may wreak in paroxysms of fury, or fits of malicious sullenness.

Rapidly the new generation is coming of age, as heirs of all our civil liberties and institutions, the total treasured accumulations of modern society—an heirship not less vital and important than the throne of a kingdom or empire, far more so prospectively in the majestic expansion

of all our Nation's industries and resources of soil, and forest, and mine, and mill and wave. The heirs must be fitted for the inheritance, or it is sure to be impaired or utterly squandered.

Only once, and the time is passing steadily away. Schools and school systems should be established wherever needed, and at once, by the means of individuals, or of States or of the Nation, and should be made efficient, permanent, and adequate to every need.

Even now, do what we may, much is to be overcome and regained which could have been forestalled, and the work of recovery and of complete Americanizing and elevation will be a long and large work. There is no time to lose.

L. W. HART.

Emerson said, next to the originator of a good sentence, is the first quoter of it. Many will read the book before one thinks of quoting a passage.

The human body is the magazine of inventions, the patent office, where are the models from which every hint was taken. All the tools and engines on earth are only extensions of limbs and senses.

Looked at from the commonest standpoint—viewed in the dollars and cents light—we maintain that free libraries are profitable investments for our tax-payers. They develop a taste for reading; they keep people out of bad company; they direct the rising generation into paths of study; they divert workmen from the street corner, and the low, corrupting dram-shop; and by developing these virtues among the multitude, they must necessarily diminish the ranks of those two great armies which are constantly marching to jails and penitentiaries, and in the same ratio they must decrease the sums of money which tax-payers have to provide for the maintenance of those places.

Neal Dow's motto is, "Deeds, not words." But he is good at both. He has also two other mottoes: "Always be on the side of right, always against the wrong;" "No man has a right to do anything that, if the world should follow his example, would produce more harm than good."

Woe be to the man that is full! It has been the curse of a great many men that they knew so much that they didn't know anything.

The hues of sunset make life great; so the affections make some little web of cottage and fireside populous, important, and filling the main space in our history.



### The Depopulation of the Pulpit.

Editors American Journal of Education:

**B**EFORE the writer lies a pile of catalogues of colleges and universities of the highest order, scattered all over the Union, nearly all of them controlled by some one Christian denomination, and devoted to the higher education of young men and women. Most of them are conducted on a broad and liberal plan, affording educational facilities of the highest order, seeking patronage from the people of the whole land, and "denominational" only in this, that in all religious observances, and in all class-room instruction bearing upon Christian doctrine and history, the views of the controlling denomination are adhered to.

In all of these institutions exceptionally liberal provision is made for "students preparing for the ministry"; tuition to such students being either wholly free or afforded at nominal rates, many of them furnishing rooms free of rent, and some going still further and offering aid to the ministerial student in procuring even his "board and clothes."

Co-operating with these educational institutions are numerous "ministerial education societies," devoted to raising funds to aid young men who may be desirous of entering the ministry in paying what few expenses may be left for them to pay in acquiring an education.

To no one are so many inducements held out, for no one is a collegiate education made so easy of attainment, and from no one is so little toil or hardship required, as from the embryo minister. Coddled and petted from the gates of the preparatory school to the steps of the pulpit, his life, so far as the sacrifices and donations of others can make it such, is one of exceptional attractiveness and ease, and if gifted with a fair amount of shrewdness and some brains, he is tolerably sure that in passing from the college to the pastorate he will merely exchange one pleasant pasture for another.

And yet, in spite of all these allurements, we find on scanning the catalogues mentioned, a scarcity of ministerial students which, but for some considerations hereafter alluded to, would be absolutely amazing. The feast is spread, but the guests do not come. Great buildings, luxuriously appointed, are ready for their occupancy, but where are the tenants?

"Sustentation funds," amounting in some cases to a large fortune, offer their income to support the struggler (!) but of what avail?

While medicine, law, scientific and mercantile pursuits are absorbing the best students by hundreds, the minis-

try attracts only dozens and half-dozens. The cry goes up from almost every denomination that the ranks of the clergy are diminishing. The Presbyterians have not enough men, by five hundred, to fill the pulpits of their churches. The Baptists report 26,931 churches and only 17,090 ministers. The Congregationalists and other denominations join in the complaint. And not only is a growing scarcity felt, but as the old pastors pass away and the new generation step into their places, a certain deterioration of character is—more noticed than talked about.

Such a state of affairs could not exist without some adequate cause, in seeking for which it becomes us of the laity, as the chief fault-finders, to first clear our own eyes! The work of the ministry as set forth in the New Testament—the leading of sinners to repentance and reformation, of Christians to higher and yet higher planes of thought and action, the visitation and care of the poor, the soothing of sorrow and the relief of the unfortunate—this work is one which has attracted to itself the noblest souls of every century since the days of the Apostles, and one which, under modern conditions, *should* still attract them in sufficient numbers to fill every pulpit in the land. So it cannot be the proper work of the New Testament minister which repels the aspiring Christian young men of to-day. If we study the condition and requirements of the churches of the present, we may find the key of the difficulty. "Like people, like pastor."

1st. Possibly the first thing which would attract the attention of St. Paul or Sister Priscilla, if they were to visit some of our modern American churches, would be the *increased and disproportionate influence of the money power*.

In almost every church a small body of wealthy or well-to-do members practically control all its affairs. Things must be run to please them, or they will withhold their contributions, or perhaps withdraw their membership. The affairs of the church having been adjusted to a certain scale of expenditure, often more or less extravagant, the contributions of these members are, or seem to be, absolutely necessary for its maintenance; hence the great body of the membership is apt to passively acquiesce in whatever they may do or propose. There are churches where the wealthiest members are also the humblest and the least given to domineering, but in many cases the pastor must preach, live and act to please them, or his walking-papers will be quickly served.\*

In other words, it is almost indispensable that a pastor should be a good "toady." Toadyism, then, being one of the first requisites to the retention of a pastorate, but at the same time something utterly repulsive to the self-respecting young man, is it any wonder that he turns away from a calling thus belittled? If he must worship a golden calf, he would prefer one not dressed in deacon's clothes.

2d. The very necessity of self-sacrifice, of privation, the life of close economy and slow-growing influence and appreciation formerly typified in the ministerial calling, was something which attracted to it many a noble soul crying out for something to do for Christ. The sentiment which in the Catholic church sometimes drove the choicest spirits to lives of monastic seclusion, of penance and self-mortification, formerly, in Protestant communities, impelled spiritually-minded young men to consecrate themselves to the ministry, with its then attendant hardships.

But now, whatever else our fashionable churches may require of their pastors, they demand little self-sacrifice, at least of the manly kind. The pastor is the pet, the favored visitor, the recipient of the choicest gifts and courtesies of life, a sharer in every pleasant event, and, (often more than he may in his heart desire) a partaker in the luxuries of the rich. Talk of the "sacrifices" and "hardships" of such a life is the sheerest irony. We sometimes hear such a pastor say that if he should go into business he could earn twice the salary paid by his church. But would he give up his pleasant position as the "petted darling" of his church, with all its social advantages, for any such consideration?

The life of self-sacrifice and benevolence led by ministers of old would be apt to find small appreciation in a modern church. How long, for instance, would a fashionable New York, Chicago or St. Louis congregation tolerate a pastor who should live in a cheap house on a back street, with bare floors, who should dress himself and his family in plain, unfashionable clothes, and who should devote his salary thus saved to works of benevolence?

When the membership of our churches shall once more realize that the highest Christianity is typified by a life of self-sacrifice and benevolence, and who shall call for and follow pastors who shall be both leaders and exemplars of such practical virtues, true men in sufficient numbers will be found ready to answer the call.

3d. The very urgency, publicity

and abundance of the help offered young men contemplating the ministry is apt to defeat its own object, by the semblance of patronage which it wears, and by the mendicant attitude in which the ministerial beneficiaries are inevitably placed before the public. The true-hearted man will always object to receiving *something for nothing*, no matter what plausible sophistries may be used to disguise the gift. When a young man must pauperize himself, or be classed with paupers, the moment he enters what may be called a theological alms house, he naturally shrinks from the ordeal. If the aid given deserving students could be private and secret, and not known to be accepted in response to advertising, self-respecting young men might more frequently be found to avail themselves of its advantages. C. R. B.

\*A striking instance of this occurred in a St. Louis church a few years since. The pastor happening unintentionally to offend one or two of his wealthy and influential members, was unexpectedly called upon one evening by a half-dozen or more whom the offended parties had induced to join them, and politely informed that they believed his usefulness had ceased, and the church would be gratified by his resignation. Surprised and bewildered, the pastor tendered his resignation at once, to learn very soon afterward, but too late, that this self-appointed committee represented scarcely one-tenth of his 700 members, to the vast majority of whom his departure carried sorrow and consternation.

### The Higher Education of Women.

A JUNIOR ESSAY READ BEFORE THE S. H. NORMAL INST.

**A**GAIN the gala commencement is here. The air is heavy with fragrance and such music as intoxicates one's very senses, while

"Our hearts with rapture thrill  
Like that above."

But listen! "Oh, melody, come once again!" mingling with those heavier strains steals a soft, mellowing sweetness; the lions of debate are challenged by still, small voices, while even among the prize essayists, the orators of the day—"sweet girl graduates" compete with their brothers.

Yes, in all the grace and dignity, with hearts as brave and self-reliant, my friend, as yours when you wore the honors of valedictorian at Vanderbilt or Yale, even though you were clothed in broadcloth, she in finer raiment.

How it would have cheered the heart of Mary T. Lyon, that champion of girl's rights, could she have seen our best colleges opening their doors for the admission of women.

Less than a quarter of a century ago Matthew Vassar, a wealthy New York citizen, donated a large sum to found a college for the higher educa-



tion of women. An institution which in every respect equals, and in some perhaps exceeds our best colleges for young men.

Twenty years ago England took her first advanced step in the higher culture of her daughters, and among the substantial trophies of this progressive education stand Bristol College, Queen's College, Bedford College and University College.

Not far distant a dawn approaches when in England university degrees will be conferred, irrespective of sex, upon those who deserve them.

But let us return across the sea, where star after star is added to the bright constellation which now guides women to a higher mental, moral and social culture.

Wellesley College, devoted exclusively to the higher education of women, has a library, apparatus and curriculum of study unexcelled even by time-honored Vassar.

Students go forth from Wellesley not merely as ornaments in society, but trained for the practical duties of life.

Yet strange to tell, her professors are all women, her cooks all men!

Chicago pauses in her wheat traffic, and eager desire to eclipse all sister cities in size and importance, and proudly boasts of the first woman lawyer!

At Bloomington a professorship was first conferred on a woman, with the same title, responsibility, and salary—as any other incumbent, even though a man.

Responsible positions in commercial houses, telegraph offices, school rooms, as well as the various professions of law, medicine, and the ministry, are acceptably filled by women.

Girls may be a trifle less apt in metaphysical studies, but they excel in languages. Some of the best linguists now living, are missionary ladies in China and India.

In mixed schools the girls' grades rank as high as those of the boys. This proves their mental capacities equal; nor are girls given to hazing or base ball.

"The possession of a power, is a Divine charter for its development and use."

The world needs the tact, tenderness, moral strength and spiritual insight of women, and despite the narrow limits circumscribed by titled selfishness, the world will have them.

A certain writer has said: "A few dozen young ladies at Harvard would be more potent for good than a standing army."

A halo of pure, helpful influence surrounds every true woman. Her very presence repels the rude oath, the impure jest.

Destitute of her small, sweet courtesies, society grows miasmatic. Vassar tells us: "The mothers of a country mould the character of its citizens, determine its institutions, and shape its destiny."

Then how important that our girls receive the highest cultivation and development.

The old time prejudice against the higher education of woman, on the plea that it unfits her for domestic duties, is fast melting away before the tide of popular favor. The lords of creation have come to the wise conclusion that this higher culture develops no less modest and loving sweethearts; that their mothers and sisters are as tender and helpful as ever; that their homes are not neglected, nor are their firesides deserted.

Woman's ambitions and capabilities are everywhere being recognized. Our own State—never one whit behind in any good word or work—cordially extends the hand of college fellowship to both her sons and daughters.

With the same grand end in view, with equal advantages and equal efforts, we, as normal students, have been earnestly co-operating the past eight months.

Together we shall go forth from the shadow of these familiar walls, and each one of us become the centre of a wide circle of influence. God grant it may be for good.

Side by side we have toiled in the thickest of the fray, and now in the hush that follows a triumphant victory, we await alike our well-earned laurels. ROSE-OF-TANGLEWOOD.

### TEXAS RESPONDS.

Editors American Journal of Education:

THE grand stronghold, the principal fortress of a republican form of government is the primary school; and, as a matter of course, these schools must be supported from the public treasury, and under the supervision of the proper officers elected by the tax-payers and patrons of the schools, for this specific purpose.

These schools should be taught only by men and women of unquestioned capacity; as few indeed of our future citizens will ever receive any higher mental training.

Colleges and universities are noble institutions; but they are accessible only to a favored few, comparatively speaking. The great body of our youth are, from necessity, forced from the common school into the business world at an early age. Hence the necessity for a liberal governmental patronage of the common free school.

The argument advanced by the *Journal of Education*, that it is

cheaper in actual matter of dollars and cents, to educate our future citizens from the public treasury, than to be compelled to support the criminal class which must arise from the failure to educate, as darkness follows the decline of day, is simply UNANSWERABLE.

I believe all thinking men will bear me out in the assertion that half the insanity, two-thirds of the pauperism, and ninety-five per cent. of the crime in this world is caused directly by the ignorance of the masses.

The great body of our Texas convicts are unlettered freedmen. This tells its own story; and we are convinced that an examination into the mental culture of the few white inmates of "the walls" would reveal a condition of illiteracy that would be simply appalling.

The declaration of Gov. Crittenden that "Parsimony toward education is liberality toward crime," needs oft repeating. It should be heralded in every issue of every journal in the Republic, until it becomes the grand maxim of our institutions. It should be engrafted in the Nation's history, as a watchword of our civilization.

The man who coined this expression is a great man, simply because he uttered these words. We beg the newspapers, as the great popular channel of intelligence, to take note of the matter, in the interest of free education and republican government.

That God who created all men equal will bless the noble efforts of your journal in the direction of educational reform.

Truly, such newspapers should be read around every fireside, and in every place of business where dwell and toil an English speaking people; and should be translated into the different languages, and read by every intelligent human being in every Republic on the face of the earth.

Yours, in the interest of common free school education. J. H. D. LESLIE, Texas, June 20, 1883.

WHEN you do write—and don't fail to write to Frank Johnson, General Pass. Agent of the St. Louis and St. Paul Packet Co., foot of Olive Street, St. Louis—when you do write, tell him the *American Journal of Education* said he would send free the beautiful and weird story of "The Upper Mississippi Illustrated."

When you read this book—sent free, remember—you will want to visit this cool, delightful region; and perhaps your friend will want to visit it with you. All right; take the trip up on the new boat and be happy, and score another big credit to this journal for the information given and the pleasure obtained. Drop a postal card as above.

## SCHOOL OF MINES

—AND—

## METALLURGY,

Rolla, Phelps County, Mo.

—••—

(State University.)

—†—

A School of Civil and Mine Engineering, with Practical Chemistry and Metallurgy as Specialties.

—O—

The course of study extends through three years, embracing the following:

### Civil Engineering.

In this department practical work is a distinctive feature; use of instruments, land and railroad surveying, drawing, sketching, triangulations, excursions to bridges, railroad construction, &c., form the chief work of this department.

### Mine Engineering.

Exploration and attack of mineral veins and deposits, timbering and surveying of mines, hoisting, pumping, and ore concentration are discussed in detail.

### Mathematics.

In this department the aim is not alone to develop and strengthen the reasoning powers, but at the same time to secure such a familiarity with principles and processes as to enable the student to apply them to the solution of the questions that daily arise before the practical engineer, and to prepare him to read with ease the standard works of the profession. To this end special attention is devoted to the infinitesimal analysis and the method of limits in geometry and mechanics, and to the differential and integral calculus and its applications.

In the preparatory school great care is taken to secure thorough preparation in algebra and geometry, and a high grade of scholarship is required for admission to the professional courses.

### Chemistry and Metallurgy.

Provision is made in the laboratories for teaching General Chemistry, Chemical Philosophy, Industrial Chemistry, Determinative Mineralogy, Qualitative and Quantitative Analysis, and Quantitative Blowpipe Analysis. Also assaying as applied to gold, silver, lead and copper ores, by fire and volumetric methods.

The chemical laboratory is well supplied with good apparatus, assay furnaces, gas, and modern conveniences.

In Metallurgy instruction is given by lectures, with recourse to the best works on the subject; applicants for graduation are required to furnish estimates and drawings of furnaces, metallurgical machinery, etc., etc.

### Preparatory Department.

Although the School of Mines does not undertake to do the work of the common schools, a preparatory department has been established for the benefit of those who wish to prepare themselves for admission to the professional courses.

Special work in Chemistry and Mathematics for Advanced Students.

Work in this School thoroughly practical

Tuition in all studies for the year.....\$20 00  
Board at Rolla per month.....\$9 00 to 15 00  
Spring term begins Feb. 6, 1883.  
For further information apply to

CHAS. E. WAIT, Director.

G. Z. WHITNEY, Sec'y.



## TENNESSEE American Journal of Education.

### IMPORTANT.

TO the school officers and teachers of Tennessee we are glad to present the following

ENDORSEMENTS  
of this journal:

OFFICE STATE SUPT. OF PUBLIC SCHOOLS,  
NASHVILLE, Tenn., July, 1880.

I can cheerfully commend the *American Journal of Education* to the patronage of Tennessee teachers, superintendents and tax-payers, not only because of its general ability, spirit and usefulness, but because it gives more attention and space to notices of our own schools and of educational movements in our own State than any other journal. The Tennessee (special) editor understands our wants and does not neglect them. LEON TROUSDALE,  
State Supt.

### TENNESSEE.

THINGS begin to look more promising educationally, in Tennessee, and that means a great deal for the State.

The best people now-a-days—people who build up, who are law-abiding, who produce more than they consume, and so have something left over to enrich the State; this class of people believe in education; believe in schools; believe in progress; in railroads, in telegraphs, in newspapers. Take

WINCHESTER,  
for instance. Prof. Terrill has inaugurated and successfully conducted a Normal Training School or college here for years.

Throughout the entire exercises the large and beautiful hall was crowded to overflowing. More than 800 visitors were present Wednesday and Thursday. The standard of this school is high, and the examination being taken as a test, the reputation gained at this examination exceeds that of any prior one in its history.

The enrollment of the past season exceeded 350. This is the largest attendance they have ever had, showing the school is growing all the time.

The diplomas were presented to the graduating class by the president of the board of trustees, Capt. B. Duffield.

Professor Farris, too, at  
SHELBYVILLE,

has introduced in his school so much of the normal system of teaching as he thinks of most importance. He has one class which he calls his "normal class," whose examination was especially interesting, in that it

showed so much of independent and practical thought on the part of its members. This class is composed of a large number of young ladies who have studied with especial view of teaching in the public schools.

Prof. Farris and his friends are to be congratulated on the good work done.

Do you not know how refinement in the family multiplies joys, whereas vulgarity decreases them? Turn out your own children upon the streets on the supposition that, if they run wild about them and are degraded by all manner of evil and filthy associations, that would increase their joys. The susceptibility of the soul to joy increases just in the proportion in which it rises higher and higher in the moral scale.

The end sought by our teaching should be that society may work harmoniously through the more intelligent and perfect arrangement of its parts.

That general society grows with fairer adjustments, and decays when wrong and monopoly sway unresisted, is as certain as that man exists.

### HOW TO TEACH.

MR. F. LOUIS SOLDAN of the St. Louis Normal School, says: "The knowledge of How to Teach is of a complex character. The aim of all teaching is not merely the gathering of knowledge, but also the strengthening of the faculties of the child. The knowledge which he acquires should serve to strengthen him. It must, therefore, be so selected as to supply him with the information which he needs, and it must be so presented that it gives exercise to the child's faculties.

The teacher should know, therefore, the nature of the child's mind, and also the physical conditions of his welfare. He should know the aim of education, and how to achieve it by teaching and discipline.

All true methods are based, in the first place, on a knowledge of the human soul and its laws, which enables the teacher to decide what faculties can receive culture at the age at which the child is, and a knowledge of the character of the science, which shows the teacher what particular kind of mental or moral culture the child can derive from the particular study.

The teacher, therefore, should learn through his professional instruction, what faculties the child possesses, in what order and how they can be cultivated, the special cultivating power of each of the studies, and how the study should be pursued, in order to

yield to the child the culture peculiar to it.

Besides the physical and intellectual culture for which the professional study of the teacher should prepare him, he must study the ways and means of administering the discipline of the school. The same faults are found in most children, and like problems present themselves in every school. He should learn how experienced educators advise him to deal with those faults, and how to check them. He should learn the relative importance and danger of these little moral weaknesses and evils found in children. The study of methods of discipline forms, therefore, a part of the teacher's professional preparation.

The teacher is also a school officer, and should inform himself of the duties and rights which the law allots to him, and make himself acquainted with the business forms, such as reports, attendance, and roll books, of which it will be his duty to take charge. The variety of topics on which the teacher may inform himself in connection with his work shows, at the same time, the necessity of previous professional preparation, and establishes the necessity of Normal School training for teachers."

"The culture of our teachers," says Mr. E. H. Long, Supt. of schools in St. Louis, "should be such as to lead them to realize that their work is more than the mere teaching of words, figures, and various other things, in their isolation. The more culture one has, the more complete his insight; and without insight the teacher cannot be more than a tool to be manipulated and controlled by deeper minds. Such teachers need constant supervision, for, being unable to recognize the necessary relations of the various portions of their work, they are continually being led off into some narrow phases of the subjects taught. The High School culture and the Normal training ought to overcome this tendency.

We are indebted to the Passenger Department of the Louisville & Nashville Railroad for an elegant colored picture of the Southern Exposition building at Louisville, and also for a wise suggestion in the way of a hanger advising Summer tourists to "take it in" on their way to the North and East. A "Guide to Summer Resorts" can be had by addressing C. P. Atmore, Louisville, Ky.

Teachers especially should not only go to this Exposition, but should urge all others to study carefully this varied and marvelous "object lesson." Do not fail to see this Exposition.

For chills, fever, ague, and weakness, Golden's Liquid Beef Tonic. Golden's, take no other. Of druggists.

## READING SCHOOLS.

CARLETON COLLEGE, Northfield, Minnesota. For both sexes. Four courses of study. JAS. W. STRONG, President.

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Candidates for the second year class must be at least 15 years old, and familiar with the first year's work.

Examinations will be both written and oral. Boys intending to present themselves are advised to master perfectly the preparatory work in place of trying to cover the work of the school.

Examinations for Admission will be held Friday, Sept. 7th, beginning at 9 a.m.

Catalogues will be sent on application to  
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## EAST ILLINOIS College and Normal School. DANVILLE, ILL.

TEN DEPARTMENTS! TEN NORMAL TEACHERS! A college for the masses! Tuition, ten weeks term, \$8.00. Meals with club \$1.50 to \$2; with private families, \$2.00 to \$2.50. Furnished rooms \$2 per month to each student. Good coal \$3 per year. Text-books are rented at ten per cent. Terms begin Sept. 4, Nov. 13, 1883, and Jan. 23, April 1, June 10, 1884. The Normal Mirror, edited by the faculty, will give full information. Address A. C. Hopkins, President, Danville, Ills.



## DRAWING.

BY JOSEPHINE C. LOCKE.

DRAWING has been alluded to in a previous number of your journal as sight-seeing, hand-doing. Now comes the query, how shall this sight seeing be trained?

Evidently by having something to look at and being taught to analyze its parts, by having the thing itself in the concrete for the class to see and to handle; thus two senses are called into play and the child receives the impression doubly, through his sight and through his touch, and receives it with a force which the mere recognition of a diagram of the same object would never elicit.

This is why our study of drawing should begin with the study of objects, the things themselves, rather than with the copying of diagrams of them, and of objects under their simplest conditions, their length and their breadth. Primarily, form finds its embodiment in the solid, and is therefore a positive and fixed quantity.

Sight seeing is the ability of the eye to recognize form and color, to distinguish outline and to judge proportion.

As natural objects are seen by the eye we find they appear to have: 1st, form; 2d, roundness; 3d, color.

In representing these upon a flat surface, which is art, form will be suggested by outline of contour and surface, roundness and solidity by light and shade.

Thus we find the concrete when viewed in space to possess three distinct properties, the recognition and representation of which tell us the whole truth about the object. To express it arithmetically: outline by itself gives us form, or 1-3 the truth; outline x light and shade gives form and roundness = 2-3; outline x light and shade x color, gives form roundness and color = 3-3 or the whole truth.

Because one individual may not swallow the universe, because childhood in the school room may not embrace everything, comes the conundrum what and how much to teach.

We have already reasoned the study of drawing should commence with the study of objects, but these we have shown exist subordinate to conditions, some of which will be found to be permanent and abiding, others local and transitory.

Which of these shall be seized first and made the foundation for all others? manifestly that which determines the form itself, viz: its outline, its contour. Were there no outline there could be no limitation, no form—no chair would be distinct

from a table, no table separate from a bedstead. There would be no individualization, no separation, all would be a homogenous mass.

Coming to represent these conditions we find outline, being expressed by line only, to be the least affected. When studied in its two dimensions it is not affected at all; when studied in three dimensions in one drawing it is affected by the laws of distance, or perspective.

Roundness, being expressed by light and shade, is subject not only to the laws of distance but the laws of atmosphere also, sunlight, and the proximity of other bodies.

Color being expressed by tint x light and shade, involves all the difficulties of the other two stages and many more atmospheric effects arising from reflection, refraction, juxtaposition, and the nature of its own material.

To review and sum up, the study of drawing should commence with the study of objects, the concrete before the abstract; the study of the object should commence with its outline, the simple before the complex. The study of outline should commence with outline in its length and breadth only; the fact before the appearance.

## NOT SO.

MR. E. H. LONG, Superintendent of the St. Louis Schools, answers an oft repeated objection to our school training, as follows:

"It is claimed that the tendency of modern education is to create an aversion to manual labor. This certainly cannot be true of public schools for eighty per cent. of all the pupils in these schools never advance beyond the mere rudiments of an education. They merely learn to read and write, and to use numbers in problems involving the fundamental processes of arithmetic, and then leave the schools, to pursue the vocation of their parents or some kindred occupation.

The dislike for labor is acquired outside of school influences. Society is responsible for this, and not the schools. Only two out of every one hundred of our school children enter the High School. Many of these drop out of school at all stages of advancement, and begin the work of some one of the various trades and occupations.

In the case of each individual, his energy strengthened by his intelligence and moral worth, pushes him, in time, toward the front, and often to the head of his occupation. In proportion to his industry and intelligence, he occupies directive positions. Such positions require an

ability to grasp a multiplicity of things in all their varied relations. The more power one has in this direction, the better qualified is he for higher diffeptive positions. Higher education is instrumental in producing the mental condition necessary for such responsibilities, as well as the ability to live a true and noble life."

## MINNESOTA.

THE population of this State is rapidly increasing, and a new generation must be educated very soon, or not at all.

In Minnesota,—or in a territory north of parallel 43 1-2 and west of the Mississippi to the Pacific slope—there are only two colleges that have yet graduated classes.

Carleton college, located at Northfield, has already graduated its eighth class, and may be known by its fruits. Several are in theological schools; one is acting director of the Cincinnati Observatory; one at the head of the Institute for the blind; and forty per cent. of them are successful teachers.

Carleton students who go east to graduate are able to retain their class rank easily; proving the thoroughness of the work done there.

Prof. C. H. Cooper of Dartmouth, is to become Professor in Carleton this Autumn. Mrs. Cooper is an honored graduate of Wellesley, and on all accounts Carleton and the literary circles of Minnesota are to be congratulated.

Miss Ellen F. Hunt is to fill the gap about to be made by the departure of Miss Searle for Japan.

Dr. Strong spent a month at Las Vegas lately, seeking health for Mrs. Strong. He preached several times most acceptably at the Montezuma Hotel, at the Presbyterian Church, and at other places adjacent. Pres't Strong makes warm friends wherever he goes. He has now returned, with renewed vigor, to attend to his duties until commencement. Mrs. Strong remains with friends in Beloit, Wis., but is much improved in health.

## WELLS' "ROUGH ON CORNS."

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For programme, address Prof. Geo. J. Brush, Executive Officer, New Haven, Conn. x312-2

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E. A. HAIGHT, A. M., Kirkwood, Mo.

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—AND—

## MUSEUM OF FINE ARTS,

Art Dep't Washington University

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Second term begins Feb. 13th, 1893.

Students may enter at any time.

HALSEY C. IVES, Director



## MISSISSIPPI

### American Journal of Education.

COLUMBUS, Miss., 1881.

[N taking charge of the *Mississippi Edition* of the *AMERICAN JOURNAL OF EDUCATION*, we are prompted only by a desire to contribute all in our power towards making the schools of this State more efficient. As the principal defect of the system as it now exists, is a lack of Normal Schools, of teachers' institutes, and effective local supervision, these matters will receive our most earnest attention.

We shall endeavor also to furnish such items as will keep our readers posted as to educational progress in the State, and we shall at the same time do what we can to extend in our midst the circulation of a journal which has already done and is still doing so much for the promotion of education in the South and Southwest. We also consider it more in sympathy with our public school interests, and better adapted to *our wants in Mississippi*, and the South, than any other educational journal published in the North or East.

J. M. BARROW.

#### SELF TRAINING.

PERHAPS this is as important as any other special feature of our public school system—this self-training. Mr. E. H. Long says: "The power of self-control that is constantly being gained by the pupil, who, through the necessity of school attendance, is not allowed to give way to feeling or caprice, can have no representation in figures.

The results in this direction can be appreciated only by those who have a knowledge of human nature and a keen appreciation of human necessities. The regulations established by the Board, and the efforts made by the teachers, for the purpose of creating in the mind of the pupil a proper appreciation of the importance of regularity and punctuality in attendance, are often regarded by the parent as an unnecessary infringement upon private rights. Yet the parent desires the spiritual growth of his child; but spiritual growth can be attained only through conscious self-limitation. The character of attendance, therefore, shows the *increasing efficiency* of our schools in their ability to lead and direct the pupil to a course of conscious self-training that ends, if pursued, in the highest culture.

It is not quite so much that all should concur upon solutions of this or that question, as that all should agree that a solution is desirable and possible. The principal gain exists in the opening of the question. Truth is sure of final acceptance, when once nature plants with us a wise expounder and leader.

#### AN ESSENTIAL OF DISCIPLINE.

BEESEN, a noted French writer on education, says that "a teacher does not govern by ideas, but by the exercise of a firm and constant will." This is a truth worth considering by all teachers. No man or woman ever succeeded in governing a school or family successfully without the aid of a will which was not only firm, but fixed in its purpose, and constantly in exercise.

The failure to recognize the value of the word *constant*, in this connection, is, we think, the cause of the failure of many a teacher. Some teachers govern fairly, but for some cause, physical, mental or moral, the exercise of their will-power becomes an intermittent thing.

One day they come into the school room fully charged with the needed force and energy; the next, the connection with their moral batteries seems to be broken. The teacher makes no effort to hold up the standard of discipline when in this state; children get out of order again and again, and he seems not to see, or seeing, not to care.

So the discipline of several days to come is made difficult by the remissness once permitted.

The teacher should use a steady, even, regular and uniform control. The exercise of a constant controlling power like this has such great moral force that it is felt even when the teacher is not present. It sways the playground as well as the school room, and goes with the children even to their homes, and is felt about the most turbulent hearths. It may give the young minds an impress for good that will be felt by them through time and through eternity.

Let it be understood and stated, and re-stated, that our school training furnishes that preparation which gives strength of mind to comprehend things, and strength of character to resist temptation. This is as necessary as any other preparation for special trades or occupations, and must begin in early life, and continue as far as possible into the years of maturity.

While we look to that which better enables a person to earn a livelihood, we must not lose sight of that which alone enables him to continue his own culture through life, and to perform the high moral, social and political duties that devolve on every true citizen living under a free government.

Let it be remembered that the true test of civilization is not the census, nor the size of cities, nor the crops, —no, but the kind of men the country turns out.

#### NOW IS THE TIME

TO make arrangements for your Summer trip, and to figure on the expense, time consumed in traveling, through-car arrangements, etc.

#### THE VANDALIA LINE,

with its connections will undoubtedly come nearer your requirements than any other line, because it has so many through-car lines.

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#### Great Pennsylvania Route.

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4th. It has the only Pullman Car Line to Cincinnati for the accommodation of Cincinnati passengers, and those destined to points on or via the Cincinnati Southern and Kentucky Central R'ys, and Cincinnati, Washington and Baltimore R. R. This is positively the only line by which passengers for the points named can have Pullman Car accommodations between St. Louis and Cincinnati, and the only line avoiding the tedious omnibus transfer to the Cincinnati Southern R'y Station.

5th. Its line of local Pullman Sleepers between St. Louis and Indianapolis, whereby passengers leaving St. Louis in the evening will secure a full night's rest, as the car is cut off on arrival at Indianapolis and passengers allowed to occupy it until 7:30 a. m.

It will be well for you to consider these numerous advantages offered only by the VANDALIA LINE. Cheap round-trip excursion tickets are on sale to Northern and Virginia Summer resorts, also round trips to Pittsburgh. For rates, time tables, maps, etc., call on or address F. M. COLBURN, Ticket Agent of the Vandalia Line and Pennsylvania Route, 100 N. Fourth Street, St. Louis, or J. M. CHESBROUGH, Assistant General Passenger Agent, St. Louis, Mo.



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A Medicine for Woman. Invented by a Woman. Prepared by a Woman.

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It revives the drooping spirits, invigorates and harmonizes the organic functions, gives elasticity and firmness to the step, restores the natural lustre to the eye, and plants on the pale cheek of woman the fresh roses of life's spring and early summer time.

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It removes faintness, flatulency, destroys all craving for stimulant, and relieves weakness of the stomach.

That feeling of bearing down, causing pain, weight and backache, is always permanently cured by its use.

For the cure of Kidney Complaints of either sex this Compound is unsurpassed.

LYDIA E. PINKHAM'S BLOOD PURIFIER will eradicate every vestige of Humors from the Blood, and give tone and strength to the system, of man, woman or child. Insist on having it.

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No family should be without LYDIA E. PINKHAM'S LIVER PILLS. They cure constipation, biliousness, and torpidity of the liver. 25 cents per box.

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## YES, INDEED!

**WHAT!** have little children draw at the blackboard?

Yes, indeed! size, age makes no difference, provided you see the class stand flat on their feet, and that there is no undue stretching of the arms; this can easily be prevented by limiting the space in which each child is to draw by a chalk line, and having them start by finding the centre of their space.

All blackboard drawing, from the primary school to the university, is a clear gain; it is the nearest approach to working on an easel that can be made in a district school. The arm acts from the shoulder, hence long bold movements and free sweeps are possible; straight lines, circles and ellipses may be drawn continuously without stopping, it is easier so to do.

This begets confidence that must tell on paper work. Habits of erasing are easier controlled at the board than in the seat, pupils learn to do things and let them stand, without fussing and mending. A habit of this kind is the secret of all good future work. It is through a series of fresh efforts one grows, and not through a patching up of the old.

Again, the sight is trained, the eye grasps greater distance, and in seeking to traverse this mere line making is lost sight of and becomes secondary to point hitting.

Point hitting, friend, do you know what that is? All things have a beginning and an ending, so have lines—points indicate this; if these are carefully placed, line drawing is no trouble—the arm being given room enough and started in the right direction it simply keeps on moving till the point is hit. Points determine the proportion of a figure inasmuch as they limit the line as well as the position of the drawing, they give method to instruction and arrangement to work.

Blackboard drawing is the surest way to break up riggling, *finicay*, small picking at lines; it destroys the working for an immediate effect; a doing something pretty—a picture; which too many of our teachers still believe to be the end and aim of drawing.

It gives definite training to the muscles of the eye and the hand. Habit is what children want most at this age—give habit now, by conscious and well-directed efforts on the part of the teacher—by and by this same habit will become involuntary and unconscious on the part of the pupil; a reserve power to the individual; he does this and that with ease; he would not think to do otherwise,

it would be uncomfortable and awkward to him.

Habit of doing is one-half of manual training; the hand operates surely and steadily, because of its acquired skill.

Habit of seeing is the second half; these two, habit of doing and habit of seeing, make up the whole, the sum total—given these, and conquest over material becomes solid pleasure.

The love of struggle is born when a man learns his strength to struggle—and the man or woman boy or girl who have made their hands and eyes their servants, obedient to the thought of their mind, is rich in the possession of a wealth that is always theirs.

There is an aristocracy of being that comes with ability to do, to construct, to make, which gives the humblest mechanic a dignity over the mere exchanger of produce—the latter *has*, the former *is*. His intelligence, courage, invention, skill, are being continually drawn out; he is at once making himself and making his work, putting himself into his work, losing himself to find himself, giving himself to gain himself.

This is precisely where manual training schools are going to enrich our young people, morally as well as materially. No man ever built a good bridge, did a good piece of masonry, or designed a good ornament, that every fibre of his being was not the stronger and the purer for it. Read over the story of James Carlyle, and see the honest pride he and men like him, illiterate we would call them, took in the humblest handiwork—then see the reflex in their own moral nature.

Drawing is the basis of manual training after and along with the kindergarten, it is the earliest effort of eye and hand to act in unison; but eyes must be trained to see and hands must be trained to move if skilled sight and subtle movements are to be expected.

Have classes honestly see and honestly do; they will grow like mushrooms in the night. Good teacher who thinks you cannot teach drawing, fear not! teach hands to hold pencils, teach arms to make movements, teach eyes to see—to see lines as the representation of edges and outline. The drawing will take care of itself, and before you know all the common objects of your school room, dust pans, coal buckets, wash basins, bells, ink bottles, hats, caps and tumblers will come walking on to slates and paper and blackboard with unaccountable speed. Of course they will come in their length and breadth only, leaving thickness to wait a more convenient time.

Organization wins in these times.

## BURDENSOME.

A PERSON in St. Louis, it seems, when we come to figure close, assessed upon \$10,000 worth of property, pays toward the support of the HIGH SCHOOL

80 cents, and towards the support of High School and Branches, \$1.60.

The extent to which this mass of people are thus cramped in their incomes is manifest—for those owning accumulated property under the (assessed) value of \$12,500 do not pay \$1 per annum towards the maintenance of the High School; and those whose accumulations do not reach \$6,250 do not pay \$1 per annum towards the support of the High School and Branches.

These figures are taken from the report of the Secretary, which includes expenses not usually considered properly school expenses.

These amounts represent the price of from 16 to 32 car rides.

The Monroe County Teachers' Institute will convene for a two weeks' session, at the elegant school building in Columbia, Illinois, July 9.

A fine programme has been published, and W. H. Hilyard, Esq., County Superintendent of Schools in Waterloo, Illinois, will cheerfully send programmes to all who ask.

They expect, and of course will have a good meeting.

Prof. J. S. McGHEE of the Cape Girardeau Normal School, in connection with Prof. J. C. Anderson, the County Commissioner of Carroll county, will open a Normal Institute at Carrallton, Mo., July 23, and ending Aug. 17.

Hon. W. E. Coleman, State Supt. of Public Schools, is to be present also to examine for State certificates. It is due the *Record* office to say that the programme is by all odds the most artistic we have yet seen.

## Special Low Rates

Given to Societies, Clubs, Sunday Schools, or to others who wish to spend a delightful day in the cool woods on the lake shore.

The universal verdict of those who have visited the Queen's Lake picnic grounds on the Louisville & Nashville Railroad, is, that they are the most desirable of any in the vicinity of St. Louis for social gatherings of all kinds. Some good dates still open. Special low rates to those chartering coaches. Ticket office No. 106 N. Fourth Street.

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"My skin which had been covered with scaly sores has become clean, smooth and soft as a lady's from the use of your 'Skin Cure'."—A. M. Noble, Salem, N. C.

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"I had Salt Rheum for 19 years. Four packages of your Skin Cure entirely cured me."—F. P. Lavelle, Merced, Cal. 3-26 '82.

The Baltimore American says: "It is refreshing once in a while to find a medicine advertised whose simple, intelligible name in English at once conveys to the reader an understanding of the uses and purposes of the remedy. A notable instance of this kind is found in the medicines of Dr. C. W. Benson, whose SKIN CURE and CHAMOMILE PILLS impart at once, in their names, either their purpose or the ingredients which compose them."

Headache banished by Dr. Benson's Celery and Chamomile Pills, nervous or dyspeptic.

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IS UNFAILING AND INFALLIBLE IN CURING  
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To Clergymen, Lawyers, Literary Men, Merchants, Bankers, Ladies and all whose sedentary employment causes Nervous Prostration, Irregularities of the blood, stomach, bowels or Kidneys, or who require a nerve tonic, appetizer or stimulant, *Samaritan Nerve* is invaluable.  
Thousands proclaim it the most wonderful invigorant that ever sustained a sinking system. \$1.50 per bottle.  
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## State Teachers' Association.

THE sessions of the Missouri State Teachers' Association just closed at Sweet Springs, were the best that have been held for a number of years. The President, F. W. Parsons, and Secretaries, A. Haynes and C. H. Dutcher, had worked all the Spring so earnestly to make every needed preparation, that nothing seemed to have been omitted to insure success.

The hotel and railroad arrangements were absolutely perfect, avoiding many of the annoyances of the past.

On the 25th teachers began to arrive, and found the President already on the ground, preparing the hall for the reception of guests. Nearly 200 teachers were present, and the deliberations, discussions, and work of the Association was very harmonious throughout.

Papers by J. M. Greenwood of Kansas City, Profs. Woodward and Soldan of St. Louis, Dr. Laws of Columbia, Allen of Fayette, Osborne of Warrensburg, Blanton of Kirksville, Morrison of Liberty, and many others, were ably written, and discussed at length.

One prominent feature was the doing away with the title of "Prof." in addressing the members of the Association.

Mrs. Neet of Sedalia read a most excellent paper, which called forth some spicy discussion, and the ladies were well represented in such speakers as Miss O. A. Parish of Springfield, and Miss Brown of Windsor.

The prompt manner of the presiding officer, and his just rulings were the constant remark of the Association. His remarks suggesting harmony of action, and confining papers to twenty minutes each, with five minute speeches in their discussion, were well received.

Miss Ada Greenwood and Miss M. Dewitt of Kansas City, with Miss Ewing, favored the Association with fine elocutionary recitations, while Prof. Treloar of Mexico had charge of the music, with great credit to himself and those associated with him.

The Association meet at Sweet Springs June 24, 25 and 26, 1884, and the officers are:

President—W. E. Coleman, Jefferson City.

1st Vice President—F. W. Parsons, California.

2d Vice President—J. P. Blanton, Kirksville.

3d Vice President—M. J. Morrison, Springfield.

4th Vice President—N. B. Henry, Cape Girardeau.

Cor. Sec'y—W. T. Carrington, Jefferson City.

Recording Sec'y.—J. L. Holloway, Sedalia.

Treasurer—J. A. Quarles, Lexington.

## Recent Literature.

In the "North American Review" for July President Julius H. Seelye writes of "Dynamite as a Factor in Civilization," taking of the subject the reassuring view that dynamism being merely a symptom of present discontent, is necessarily a transient social phenomenon, which will quickly disappear as the institutions of government are brought more into harmony with the interests and aspirations of the masses of the people.

"Democracy and Moral Progress," by O. B. Frothingham, is a philosophic forecast of the probable outcome of "government by the people themselves." There is also a Symposium on "Church Attendance"—the question whether the churches are growing to be less of a power for good now than in former times—the symposiasts being "A Non Church-goer," Rev. Dr. Wm. Hayes Ward, Rev. Dr. James M. Pullman, and Rev. Dr. J. H. Rylance. Published at 30 Lafayette Place, New York.

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There are 52 pieces, mostly of easy-medium difficulty.

In turning over the leaves, the eye happens to light on "Sweet By and By," with variations. It covers five pages, and is quite attractive. Following this is the elegant "Moonlight on the Hudson," by G. D. Wilson. Just before this is a pretty "Berceuse" by Gottschalk. A little farther in the same direction is Aubert's "Harp at Midnight," a fine Nocturne, and in all directions the player of taste will find what is pleasing and satisfying. A few other titles are, Everybody's Darling Schottische, by Fred. de Linden, Minnie Waltzes by Miss Draper, Full of Joy Galop by Fahrback, Bella Bocca Polka by Waldeufel, and Stephanie Gavotte de la Princess by Alphons Czibula.

THE "Art Amateur" for July contains pleasing designs for china painting, a charming pond-lily design for embroidery, a page of monograms, and a page of capital borders for wood-carving. "The Theory and Practice of Pen Drawing" is alone worth the price of the number. Other valuable practical articles are those on art teaching for women, wood carving and wood staining. No one interested in art should fail to examine the July issue of this excellent magazine. Price, 35c; per annum, \$4. Montague Marks, Publisher, 23 Union Square, N. Y.

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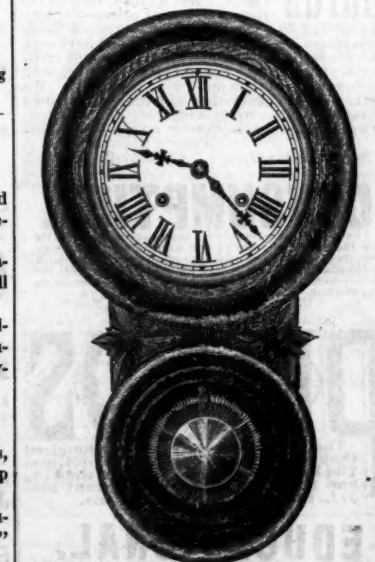
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